



ARTS EDUCATION

Part of the Federal Resource Guide Series for Arts Organizations

SNAPSHOT

Resource Guide 1
2006

Legislation:

Elementary & Secondary Education Act of 1965 as amended by the *No Child Left Behind Act of 2001* (NCLB). Public Law 107-110.

Type of Assistance:

The grant programs listed in this resource guide cover a range of assistance types, including competitive, discretionary, noncompetitive, and formula grants.

Who May Apply:

The programs listed in this resource guide cover a range of eligibility guidelines that include schools, school districts, community-based organizations, state education agencies, local education agencies, consortiums, institutes of higher education.

Activities Funded:

The programs listed in this resource guide fund a range of activities for school-based programs, community partnerships, afterschool activities, and academic services.

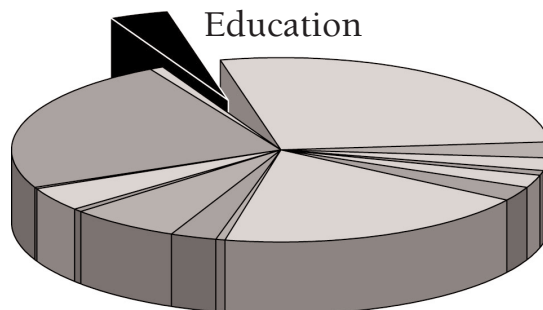
FY 2006 Appropriations:

\$4.2 billion.

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FY 2006 Federal Budget



Source: The information in this resource guide was adapted with permission from "No Subject Left Behind," a joint project of the Arts Education Partnership, American Arts Alliance, American Association of Museums, American Symphony Orchestra League, Americans for the Arts, Association of Art Museum Directors, Association of Performing Arts Presenters, Dance/USA, The John F. Kennedy Center for the Performing Arts/ Kennedy Center Alliance for Arts Education Network, MENC: The National Association for Music Education, National Assembly of State Arts Agencies, OPERA America, Theatre Communications Group, and VSA arts.



BACKGROUND

Passage of a new framework for the federal role in public education has both opened opportunities and raised questions related to arts education. This publication provides an overview of programs under the Elementary and Secondary Education Act of 1965 (ESEA) as reauthorized by the No Child Left Behind Act of 2001 (NCLB). These laws are the basis for most federal funding for the nation's schools. This guide is a layered document with at-a-glance information, as well as links to more detailed information and resources.

This guide will help local and state leaders and practitioners learn about opportunities for improving arts education.

While this guide is not a government document, it is a successor to the U.S. Department of Education's 1997 guide to resources for state and local arts education leaders. We hope this guide will help local and state leaders and practitioners learn about opportunities for securing funding for the purpose of improving arts education and using the arts to improve overall student performance.

The No Child Left Behind Act gives greater authority to states to run their own programs with funding provided by the U.S. Department of Education (USDE), which in the past ran many of these programs itself. For practitioners, the effect is that they will apply for funding from, and will be accountable to, their own state education departments. We would also like to note that most federal education programs focus on low-income or low-achieving schools.

Readers will find one-page descriptions of several USDE programs that have funded arts education projects in the past or, in the case of new programs, ones that show promise of doing so in the future. Each program description includes information on:

- program name
- contact information and website link
- citation to the No Child Left Behind Act
- who may apply or otherwise participate
- amount of fiscal year 2006 funding

In some cases, a box on each program page provides anecdotal information on how arts teachers and/or organizations have been or may be involved in the program.

21ST CENTURY COMMUNITY LEARNING CENTERS

www.ed.gov/programs/21stcclc

The 21st Century Community Learning Centers program funds before- and afterschool, weekend, and summer programs designed to enhance academic performance and provide enrichment, recreational, and social services. Established in 1998, the program changed significantly with the No Child Left Behind Act. First, any public or private entity, including community-based organizations, may now apply. (Formerly, only schools and school districts were eligible.) Second, programs may be housed in alternative locations, such as community centers, as well as in schools, provided they are as accessible as the schools. Third, applications are made to state departments of education instead of to the U.S. Department of Education. Other changes include a stronger focus (though not an exclusive one) on reading and math. The arts are mentioned in the legislation as allowable activities.

Program Office Contact: The U.S. Department of Education website includes a list of state 21st Century Community Learning Center contacts: www.ed.gov/programs/21stcclc/contacts.html. Inquiries may also be addressed to 21stCCLC@ed.gov. The website listed above includes a wealth of information, including links to each of the states' websites.

Legislation: Elementary and Secondary Education Act of 1965 as amended by the No Child Left Behind Act, Title IV, Part B.

Type of Assistance: Formula grants to states, based on student population. States make competitive subgrant awards.

Who May Apply: Any public or private entity—including but not—limited to schools, school districts, and community-based organizations, may apply singly or together to state departments of education. Priority will be given to applications targeting high-poverty and low-performing schools and applications submitted jointly by schools and community-based organizations.

FY 2006 Appropriation: \$981.2 million.

Additional Information

The John F. Kennedy Center for the Performing Arts has constructed a protocol for quality afterschool programs, titled *The Arts Beyond the School Day: Extending the Power*. A copy may be downloaded from www.kennedy-center.org/education/kcaaen/resources/home.html.

"How the Arts Can Enhance After-School Programs," National Endowment for the Arts:
<http://arts.endow.gov/pub/ArtsAfterSchool/artsedpub.htm>

"YouthARTS Tool Kit," Americans for the Arts:
www.AmericansForTheArts.org/youtharts/



ADVANCED PLACEMENT INCENTIVE PROGRAM GRANTS

www.ed.gov/programs/apincent/index.html

Previously authorized under the Higher Education Act, this section is designed to encourage more low-income students to take Advanced Placement (AP) courses and tests. The reauthorization creates two separate programs. One program defrays fees for AP tests (Test-Fee program). The other program offers funding for activities designed to increase access to AP classes (Incentive Program), such as teacher training and pre-AP course development, coordination and articulation between grade levels to prepare students for academic achievement in Advanced Placement classes, books and supplies, and participation in online Advanced Placement courses.

Program Office Contact:

Madeline Baggett

T 202.260.2502

Madeline.Baggett@ed.gov

Example

This program offers an opportunity for arts education providers to obtain funding from local education agencies for teacher training and other services related to AP. Some institutions, such as the Cleveland Museum of Art, already offer AP courses for secondary students at schools that do not offer such courses on their own. Potential subjects include art history, environmental science, human geography, music theory, and studio art.

Legislation: Elementary and Secondary Education Act of 1965 as amended by the No Child Left Behind Act, Title I, Part G.

Type of Assistance: The Test-Fee program is formula-based; the Incentive program is competitive.

Who May Apply: The definition of "eligible entity" for this program has been expanded to include state education agencies, local educational agencies, and national nonprofit educational entities with expertise in AP services.

FY 2006 Appropriation: \$32.2 million. Priority is given to funding the Test-Fee program, with any remaining funds distributed for the Incentive Program. It is not clear whether there will be "remaining funds" this year. For the Incentive Program grants, priority is given to applications that focus on developing or expanding advanced placement programs and participation in the core areas of English, mathematics, and science. Priority is also given to applications that involve participation of business and community organizations.

ARTS IN EDUCATION MODEL DEVELOPMENT AND DISSEMINATION GRANTS PROGRAM

www.ed.gov/programs/artsedmodel/index.htm

The purpose of the Arts in Education Model Development and Dissemination Grants Program is to support the development, documentation, evaluation, and dissemination of cohesive and innovative models that demonstrate their effectiveness in:

- integrating arts into the core elementary and middle school curricula by strengthening the use of high-quality arts in academic instruction and strengthening the place of arts as a core academic subject in the school curricula;
- strengthening arts instruction; and
- improving students' academic performance, including their skills in creating, performing, and responding to the arts.

Program Office Contact:

Diane Austin
T 202.260.1280
artsdemo@ed.gov

Legislation: Elementary and Secondary Education Act of 1965 as amended by the No Child Left Behind Act, Title V, Part D, Subpart 15.

Type of Assistance: Competitive grants at the federal level. Projects may be up to 36 months in duration.

Who May Apply: Local education agencies (LEAs) may apply (with or without a partnering organization), or state or local nonprofit or governmental arts organizations working in partnership with one or more school districts may apply. Applicants must work with at least one elementary and/or middle school with no less than 35 percent of its students from low-income families, as described in Title I. Priority is given to models that involve schools in inner-city or rural areas, and extra points are awarded based on how well the applicant addresses research-based evaluation.

FY 2006 Appropriation: \$13.3 million.

Additional Information

The Arts in Education Model Development and Dissemination Grants Program completed its fifth year of grant awards in 2005. So far, the program has given about 70 awards, with projects planned for up to three years. Funding for years two and three for these projects are contingent on future appropriations for the Arts in Education program. As a result, future opportunities for new competitive grant awards may be unavailable unless appropriations for this program exceed the current funding level. Abstracts describing funded projects are available at www.ed.gov/programs/artsedmodel/awards.html.



COMPREHENSIVE SCHOOL REFORM PROGRAM

www.ed.gov/programs/compreform/index.html

The Comprehensive School Reform Program supports the development, adoption, and implementation of comprehensive school reforms based on reliable research and effective practice that will improve the academic achievement of children in participating schools. The No Child Left Behind Act creates a separate authorization for the program, created by a 1998 appropriations bill sponsored by Reps. John Porter and David Obey—hence the program is often referred to as “Porter-Obey.”

Example

Existing school reform models, such as the Galef Institute’s Different Ways of Knowing, offer opportunities for funding arts-based education programs in schools. More information on the Galef program is available at www.differentways.org. As another example, the A+ Schools Program (www.kenan-narts.org/kenan-history-det.asp?service_id=622602386) is recognized in North Carolina as an appropriate strategy for schools planning and implementing school reform programs under the Porter-Obey Comprehensive School Reform Demonstration program. Several states develop school reform programs separate from the federal initiative; contact your state education agency to learn about additional opportunities for support.

Program Office Contact: The department provides no individual contact name. The switchboard number for the Office of Elementary and Secondary Education, which houses this program, is 202.205.4292. Inquiries may also be submitted by e-mail to compreform@ed.gov. The website listed above provides application forms, a database of existing grants and programs, a listing of state department of education contacts, and related literature.

Legislation: Elementary and Secondary Education Act of 1965 as amended by the No Child Left Behind Act, Title I, Part F.

Type of Assistance: Formula grants to the states, based on student population.

Who May Apply: Local educational agencies and consortiums may apply to state departments of education for grants to support comprehensive school reforms in Title I schools.

FY 2006 Appropriation: \$1.45 million. According to the Department, this program “administered formula grants under both Title I, Part F, and the Fund for the Improvement of Education (FIE) in FY 2003 and FY 2004. In FY 2005, funds were appropriated only for Title I, Part F, programs. In FY 2006, funds were appropriated only for the CSR Clearinghouse.” Therefore, individual state education agencies may not have funding for this program.

MAGNET SCHOOLS ASSISTANCE

www.ed.gov/programs/magnet/index.html

The Magnet Schools Assistance program provides grants to establish and operate magnet schools in local educational agencies that are under a court ordered or federally approved voluntary desegregation plan to eliminate, reduce, or prevent minority group isolation in elementary and secondary schools. Magnet schools offer a wide range of programs that have served as models for school improvement efforts. New allowable uses of funds for magnet schools include activities to promote sustainability of local programs, such as professional development, and activities that enable schools to serve students attending a school but not enrolled in the magnet program.

Program Office Contact:

Steve Brockhouse
T 202.260.2476
steve.brockhouse@ed.gov

Legislation: No Child Left Behind Act of 2001, Title V, Part C.

Type of Assistance: Competitive grants at the federal level.

Who May Apply: Local education agencies and consortia of such agencies, where appropriate.

FY 2006 Appropriation: \$107.7 million.

Example

Boston Public Schools received \$2,219,064 in 2001 to implement a Magnet Schools project. Clarence Edwards Middle School received about \$220,000 a year for three years from the grant to create a new magnet school program with a performing arts curriculum. With 515 students in grades 6–8, the arts program attracted students of varied backgrounds—social, economic, racial, ethnic—from diverse neighborhoods. Community involvement took the form of contracts with local arts organizations to expand the afterschool offerings, which included most of the students in the school. Community organizations working with the school included two umbrella organizations: The Boston Arts Cultural Alliance, an organization of more than 70 local arts organizations; and Arts In Progress, a nonprofit whose mission is to bring the arts into the schools through artists in residence and artist educators.



NATIONAL WRITING PROJECT

www.writingproject.org

www.ed.gov/programs/writing/index.html

The legislation directs that all National Writing Project federal funds (the project has other funding sources) be awarded via a noncompetitive grant to the National Writing Project (NWP), a nonprofit international educational organization located in Berkeley, CA. NWP contracts with local sites—usually post-secondary institutions, school districts, or other nonprofit educational providers—to operate in-service teacher development programs.

The National Writing Project is a network of 175 sites that are housed at universities in all 50 states with the goal of improving the teaching of writing through professional development programs for teachers. Sites are located within a college or university community, usually in the College of Education or Department of English. A university applies for site status through a lengthy potential site application process. The NWP adds between eight and 10 new sites each year.

Additional Information

Many NWP sites partner with community arts agencies and groups to provide professional development opportunities for teachers and programs for youth. Nonprofit arts organizations are not in the position to apply to become a site, but they may contact a particular site in their area to explore the possibility of developing a local partnership.

Program Office Contact:

Alex Stein

T 202.205.9085

alex.stein@ed.gov

Inquiries may also be addressed to nwp@writingproject.org, or visit the National Writing Project's website at www.writingproject.org. The program is fully described on the website, where a listing of all sites may also be found.

Legislation: Elementary and Secondary Education Act of 1965 as amended by the No Child Left Behind Act, Title II, Part C, Subpart 2.

Type of Assistance: Noncompetitive grant from the U.S. Department of Education to the NWP. NWP sites may be contacted to explore the possibility of establishing a local partnership.

Who May Apply: NWP contracts with local sites—usually post-secondary institutions, school districts, or other nonprofit educational providers.

FY 2006 Appropriation: \$21.5 million.

PROFESSIONAL DEVELOPMENT FOR ARTS EDUCATORS GRANTS PROGRAM

www.ed.gov/programs/artsedprofdev/awards.html

This program supports the implementation of high-quality professional development model programs in elementary and secondary education for music, dance, drama, and visual arts educators. Funds support innovative instructional methods, especially those linked to scientifically based research. (No current requirements for use of scientifically based research in evaluation of programs are in place.) Projects include professional development programs for teachers working in high-poverty schools. Designed for K–12 arts teachers, programs must focus on the development, enhancement, or expansion of standards-based arts education programs; or the integration of arts instruction into other subject area content. Past grants have ranged from \$220,000 to \$290,000, and generally go to programs that emphasize the use of the arts to enhance or improve learning in other subjects. Deadline for application in past years has been early July.

Program Office Contact:

Carol Sue Fromboluti
T 202.205.9654
carol.fromboluti@ed.gov

Legislation: Elementary and Secondary Education Act of 1965 as amended by the No Child Left Behind Act, Title V, Part D, subpart 15, section 5101(d)(5).

Type of Assistance: Discretionary grants.

Who May Apply: Local education agencies acting on behalf of a school or schools where 75 percent of the children are from low-income families may apply in collaboration with at least one of the following: an institution of higher education; a state education agency; or a public or private nonprofit agency with a history of providing high-quality professional development to public schools.

FY 2005 Appropriation: \$7.8 million.

Example

Tucson Unified School District (TUSD), in Tucson, AZ, received a grant to work with three K–5 schools, the Tucson Symphony Orchestra, University of Arizona, Arizona Opera Company, and the Tucson Arts Connection to expand an integrated curriculum for teachers and artists that focuses on music through all the grades. TUSD was able to document positive results of music study on the development and reinforcement of linguistic and literacy skills, especially for English-language learners.



PUBLIC CHARTER SCHOOLS

www.ed.gov/programs/charter/index.html

Provides financial assistance for the design and initial implementation of charter schools and the evaluation of the effects of charter schools on students, student achievement, staff, and parents.

Example

A host of charter schools boast strong arts programs, and several have adopted the arts as an organizing theme. For example, the Metropolitan Arts Institute in Phoenix, AZ, “embraces creativity as the door to learning,” while students at the Leonardo da Vinci Public Academy of Science and Art in Boston, “master fundamental academic skills as they develop a rich understanding of the critical relationships between science and art.” Some charters are housed in universities and cultural institutions, particularly museums, and many have developed strong relationships with such institutions.

Program Office Contact:

Dean Kern
T 202.260.1882
Dean.Kern@ed.gov

Legislation: Elementary and Secondary Education Act of 1965 as amended by the No Child Left Behind Act, Title V, Part B.

Changes Made by No Child Left Behind Act: According to the U.S. Department of Education, the new law has only minor changes in language, except that it authorizes a new “per-pupil facilities charge” to help schools with their facilities cost.

Type of Assistance: Competitive grants at the federal level.

Who May Apply: State education agencies (SEAs) that have authority under state law to authorize or approve a charter school may apply to the U.S. Department of Education. If the SEA does not apply or is not funded, authorized public chartering agencies within these states may apply.

FY 2006 Appropriation: \$214.7 million.

SUPPLEMENTAL EDUCATIONAL SERVICES

www.ed.gov/parents/schools/choice/choice.html

www.ed.gov/policy/elsec/guid/suppsvcsguid.pdf

As part of No Child Left Behind Act, any Title I elementary or secondary school in their second year of school improvement or corrective action is required to arrange for the provision of supplemental education services for eligible students enrolled in the school. These schools will be required to provide the option of supplemental services to parents with eligible children. The purpose of supplemental services is to ensure that students increase their academic achievement, particularly in reading, language arts, and math. Instruction must take place outside the regular school day (before or after school, on weekends, or during summer) and may include assistance such as tutoring, remediation, and academic intervention.

Parents must request these services; it is not up to the school to make the request on behalf of the student. However, schools and districts must notify parents of the availability of services. Service providers (as approved by the state department of education) may also want to identify schools labeled as low-performing in the area and notify parents about their services. Each state department of education posts a list of approved service providers on its website.

Legislation: No Child Left Behind Act, Title I, Section 1116(e).

Type of Assistance: Tutoring and other supplemental instruction provided to low income students in low performing schools.

Who May Apply: Potential service providers should contact their state department of education to examine criteria and apply for approval. Parents should find out if their children are eligible at the school or district level, and if further information is needed about available services, check with the appropriate state department of education.

FY 2006 Appropriation: Schools pay for Supplemental Services out of Title I funds, and they may use other federal, state, local, and private resources to pay for supplemental educational services. To augment the amount of funds available to provide supplemental educational services, a state department of education may use funds it reserves under Title I, Part A and Title V, Part A for purposes of increasing the funds available for schools and districts that provide supplemental educational services for eligible students requesting such services. Schools must spend an amount equal to 20 percent of its Title I, Part A allocation to pay for choice-related transportation and supplemental educational services.

Example

Learning through an Expanded Arts Program (LEAP), an arts education service organization in New York City, has been approved by the New York State Department of Education to provide supplemental education services in English language arts and mathematics to students in New York City public schools that meet the eligibility criteria. LEAP integrates the arts to teach these subjects and has documentation of their program's impact on student achievement.



SAFE AND DRUG-FREE SCHOOLS

www.ed.gov/about/offices/list/osdfs/index.html

The Office of Safe and Drug-Free Schools (OSDFS) administers, coordinates, and recommends policy for programs and initiatives designed to keep our nation's schools safe, disciplined, and drug free. Programs and initiatives authorized under this legislation provide financial assistance for drug and violence prevention activities in elementary and secondary schools, and in institutions of higher education. Funds are awarded to programs that address risk factors affecting our youth and provide structured programs that confront such risks. The following are grants that fund arts education programming.

Mentoring Grants

These discretionary and competitive grants promote mentoring programs for children with greatest need by assisting them in receiving support and guidance from a mentor and improving their academic achievement. "Children with greatest need" is defined as children at risk of educational failure, dropping out, or involvement in criminal or delinquent activities, and who lack positive role models. Supported activities will work to improve interpersonal relationships between targeted children and their peers, teachers, other adults, and family members.

Program Office Contact:

Bryan Williams
T 202.260.2391
Bryan.Williams@ed.gov

Legislation: Elementary and Secondary Education Act of 1965 as amended by the No Child Left Behind Act, Title IV, Part A, Subpart 2.

Who May Apply: Local education agencies, nonprofit organizations.

FY 2006 Appropriation: \$19 million. This program is in its last year of funding.

Safe Schools/Healthy Students

The Safe Schools/Healthy Students Initiative is a discretionary grant program supported by the U.S. Departments of Education, Health and Health Services, and Justice, which provides students, schools, and communities with federal funding to implement an enhanced, coordinated, comprehensive plan of activities, programs, and services that focus on promoting healthy childhood development and preventing violence and alcohol and other drug abuse.

SAFE AND DRUG-FREE SCHOOLS (CONT.)

Program Office Contact:

Karen Dorsey or Jane Hodgdon
T 202.260.3954
karen.dorsey@ed.gov; jane.hodgdon@ed.gov

Legislation: Elementary and Secondary Education Act of 1965 as amended by the No Child Left Behind Act, Title IV, Part A, Subpart 2, Section 4121.

Who May Apply: Local education agencies, nonprofit organizations, community-based organizations.

FY 2006 Appropriation: \$80 million.

Safe and Drug-Free Schools Governors' Grants

This program provides support in the form of formula grants to governors for a variety of drug and violence prevention activities focused primarily on school-age youth. Governors use their program funds to provide support to parent groups, community-based organizations, and other public and private nonprofit entities for drug and violence prevention activities that complement the state education agency (SEA) and local education agency (LEA) portion of the Safe and Drug-Free Schools and Communities Program.

Program Office Contact:

Robert Alexander
T 202.401.3354
Robert.Alexander@ed.gov

Legislation: Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act, Title IV, Part A, Subpart 1.

Who May Apply: State governors' offices are the designated applicants. Territorial governors' offices may also apply. Community-based and other public and private nonprofit entities must apply to their respective governors' offices.

FY 2006 Appropriation: \$350 million.

Additional Information

All programs awarded OSDFFS funds must address local needs as determined by objective data and be grounded in scientifically based prevention activities. They must also involve parents. The effectiveness of these programs must be continuously measured and evaluated.

Strategically designed arts programs for at-risk youth can measurably reduce such identified risk factors as truancy, negative peer influences, and a lack of adult supervision. Arts programs that successfully offer mentoring, opportunities for recognition and achievement, and positive peer influence lead to improved self-respect among participants.



VOCATIONAL EDUCATION

www.ed.gov/about/offices/list/ovae/index.html

Office of Vocational and Adult Education (OVAE) conducts research and provides resources to help prepare young people and adults for postsecondary education, successful careers, and productive lives. Education agencies that offer sequenced programming and apprenticeships in the applied and industrial arts (carpentry, blacksmithing, graphic arts, etc.) may be eligible for funding administered through this office. The following programs are designed for learners in secondary schools.

Smaller Learning Communities Program

This program helps local education agencies plan, implement, or expand small learning communities in large high schools. Through this program, the department is also conducting new research to determine whether the effects of small schools can be replicated within large high schools; the ideal size of such communities; and the impact of breaking down large high schools on important outcomes such as achievement and equity.

Program Office Contact:

Deborah Williams

T 202.245.7770

deborah.williams@ed.gov

Legislation: Elementary and Secondary Education Act of 1965, Title V, Part D, Subpart 4.

Type of Assistance: Discretionary grants.

Who May Apply: local education agencies (LEAs).

FY 2006 Appropriation: \$94.5 million.

Tech-Prep Demonstration Program (TPDP)

TPDP is designed to fund initiatives that build student competence in core academic subjects and workplace skills through applied, contextual academics and integrated instruction. It “provides technical preparation in a career field such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, health occupations, business, or applied economics,” while addressing workforce shortages.

Program Office Contact:

Laura Messenger

T 202.245.7840

laura.messenger@ed.gov

Legislation: Carl D. Perkins Vocational and Technical Education Act of 1998, Title II, Sec. 207.

VOCATIONAL EDUCATION (CONT.)

Type of Assistance: Discretionary/competitive grants.

Who May Apply: LEAs, institutions of higher education, other organizations and/or agencies.

FY 2006 Appropriation: \$0.

The School Dropout Prevention Program

The Dropout Prevention Program is primarily a grant program to state education agencies. Grants support activities such as professional development, reduction in student-teacher ratios, counseling and mentoring for at-risk students, and the implementation of comprehensive school reform models. Funds from this program can be used for a broad range of programs, services, and activities designed to improve career-technical education.

Program Office Contact:

Valerie Randall-Walker

T 202.205.3804

valerie.randall-walker@ed.gov

Legislation: Dropout Prevention Act.

Who May Apply: LEAs, state education agencies.

Type of Assistance: Discretionary/competitive grants.

FY 2006 Appropriation: \$4.8 million.



GIFTED AND TALENTED STUDENTS

www.ed.gov/programs/javits/index.html

The Jacob K. Javits Gifted and Talented Students Education Program is managed through the Office of Elementary and Secondary Education (OESE) and administered through its Academic Improvement and Teacher Quality programs. The Javits program funds two kinds of initiatives: Priority One and Priority Two. Initiatives classified as Priority One “support initiatives to develop and ‘scale-up’ models serving students who are under-represented in gifted and talented programs.” Priority Two initiatives support state and local efforts geared towards improving and maintaining existing services for gifted and talented students.

Example

In September of 2003, Sunnyside School District, in Washington state, was awarded Priority Two funds in partnership with institutions of higher learning, state and local education agencies, and a neighboring school district. The project will provide annual yearlong Enrichment Cluster Training Academy Programs (ECTAP) to teams of bilingual para-educators and English-speaking teachers that serve underrepresented and minority students in grades K–6. ECTAP is based upon an enrichment model that aims to educate the “whole child.” While instruction is given in reading and math, the arts—music, dance, and drama—are given significant weight. For more information specific to this program, contact Ruben Carrera, executive director of teaching and learning at 509.836.8402 or carrerar@sunnyside.wednet.edu.

In addition to funding grants, the Javits program sponsors professional development conferences and seminars for those working with gifted and talented students, and funds a research consortium designed to evaluate existing practices and implement innovative programs within the field. Sample programs and projects may include:

- implementing innovative strategies, such as cooperative learning, peer tutoring, and service learning; or
- carrying out professional development for personnel involved in the education of gifted and talented students.

Program Office Contact:

Patricia Ross
T 202.260.7813
patricia.ross@ed.gov

Legislation: Elementary and Secondary Education Act of 1965, Title V, Part D, Subpart 6.

Type of Assistance: Discretionary/competitive grants. Grants awarded under Priority One are disseminated over a five-year period, whereas Priority Two grants are disseminated over a three-year period.

Who May Apply: State education agencies (SEA), local educational agencies (LEA), institutions of higher education, other public and private agencies and organizations. Under Priority Two, an SEA and one or more LEAs collaborate on a project and either may apply.

FY 2006 Appropriation: \$9.5 million. The department’s program page reports, “Due to FY 2006 budget constraints, a new discretionary grant competition will not be held this year for the Jacob K. Javits Gifted and Talented Students Education Program. Future grant competitions are contingent upon available funding.”

TITLE I: GRANTS TO LOCAL EDUCATION AGENCIES

www.ed.gov/programs/titleiparta/index.html

Title I Part A provides funds to state departments of education and in turn to local school districts and schools to provide quality learning opportunities for students in low-income schools to meet challenging academic standards. While Title I funds are, in part, allocated to meet the achievement goals required in the new state plans, Title I funds are not limited to reading, math, and science programs. States may also choose to allocate Title I funds to schoolwide programs that strengthen all core academic subjects in the school, including the arts.

In the Title I programs, extended learning opportunities are strongly encouraged and schools are expected to reduce the amount of time children are taken out of their regular classroom activities. The goal is to minimize pull-out programs and support higher order thinking skills rather than rote skills, accelerated curriculum rather than drill and practice, and the use of effective strategies based on research. Schools with 50 percent of low-income students are eligible to operate schoolwide programs that serve all children.

Title I funds are allocated to local educational agencies that meet the requirements of four separate funding formulas: Basic Grants, Concentration Grants, Targeted Grants, and Education Finance Incentive Grants. Allocations are based primarily on the number of poor children in each school district or local education agency (LEA). LEAs receive a single combined allocation that is adjusted by the state under certain circumstances.

Program Office Contact: Contact your state department of education or school district's Title I coordinator. A comprehensive list of state contacts is available at www.ed.gov/about/contacts/state/index.html.

Legislation: Elementary and Secondary Education Act of 1965 as amended by the No Child Left Behind Act, Title I, Part A.

Type of Assistance: Formula grants to state departments of education that are then passed on formula grants to local school districts.

Who May Apply: State education agencies receive funds from U.S. Department of Education. Local districts and schools receive formula grants from states.

FY 2005 Appropriation: \$2.2 billion (includes Basic, Concentration, and Targeted Grants).

Additional Information

Many schools districts have previously elected to include the arts in the use of Title I funds, and the U.S. Department of Education has a track record of encouraging schools to include the arts in Title I programs. A June 2001 letter from Joseph Johnson, then director of compensatory education programs, also encourages the arts education community to become involved in the Title I planning process. The letter is available on the Arts Education Partnership website at: www.aep-arts.org/PDF%20Files-/johnson-letter.pdf.



TITLE II: TEACHER QUALITY ENHANCEMENT GRANTS

www.ed.gov/programs/heatqp/

Example

Some states have allocated Title II funds to higher education institutions that are engaged in providing research-based professional development for teachers in the arts. Michigan State University (MSU) was awarded a grant of \$155,903 for "Creating and Maintaining an Arts-Integrated Curriculum" that is designed to promote the integration of dance, theater, and creative writing. Through this grant teachers from elementary and middle schools receive training at a summer institute where they become immersed in dance, drama, and creative writing experiences that reflect Michigan's standards and benchmarks. Teachers are guided in designing and evaluating appropriate assessment instruments. Teachers are communicated with and offered additional guidance by MSU staff and graduate students to ultimately develop lessons and units to be shared throughout the state.

Title II of the Higher Education Act (HEA) authorizes federal grant programs that support the efforts of state departments of education, institutions of higher education, and their school district partners to improve the recruitment, preparation, and support of new teachers. Title II also includes accountability measures in the form of reporting requirements for institutions and states on teacher preparation and licensing. The reported data—on how well institutions prepare teachers, what states require of individuals before they are allowed to teach, and how institutions and states are raising their standards for the teaching profession—will allow the measurement of success of teacher education programs and state efforts to improve teacher quality.

Under Title II, Part A, the Teacher Quality Enhancement Grants initiative consists of three separate competitive grants programs: 1) Partnership Grants for Improving Teacher Education, 2) State Grants, and 3) Teacher Recruitment Grants. Below is the description of Partnership Grants that are most applicable to arts education partnerships.

Partnership Grants for Improving Teacher Education provide funds to partnerships among teacher preparation institutions, schools of arts and sciences, and local school districts in high-need areas. The partners will work to strengthen teacher education through activities such as implementing reforms that hold teacher education programs accountable, improving prospective teachers' knowledge of academic content, ensuring that teachers are well prepared for the realities of the classroom, and preparing prospective teachers to use technology and to work effectively with diverse students.

Program Contact:

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Legislation: Title II, Part A, Subpart 3 of the Higher Education Act of 1998.

Who May Apply: institutions of higher education, local education agencies.

FY 2006 Appropriation: \$59.9 million for all three Title II programs.

TITLE II: TEACHER QUALITY ENHANCEMENT GRANTS (CONT.)

State-level funding (Title II, Part A, subparts 1–2, 4): The total appropriation for Title II, Improving Teacher Quality is granted on a formulaic basis to state departments of education with approved plans. States then distribute 95 percent of the funds to districts on a formulaic basis via subgrants. States can reserve 5 percent of which half must be used for partnership grants. Eligible partnerships include an institution of higher learning and a high-need local education agency (and may include another local education agency, a public charter school, an elementary or secondary school, a nonprofit education or cultural organization, a teacher-training institution, an organization representing teachers or principals, or a business). The remaining 2.5 percent is divided between administration and other activities (see www.ccsso.org/publications/details.cfm?PublicationID=54, pp 27–28). Those interested in pursuing activities related to professional development and other teacher-related issues should contact their state department of education's Title II coordinator.

ADDITIONAL RESOURCES

- Guide to the U.S. Department of Education
<http://web99.ed.gov/GTEP/Program2.nsf>
- Forecast of Funding Opportunities under the Department of Education Discretionary Grant Programs for Fiscal Years 2005 and 2006
www.ed.gov/fund/grant/find/edlite-forecast.html



QUESTIONS

For more information about the *Federal Resource Guide Series for Nonprofit Arts Organizations*, please contact **Andy Finch**, senior director of government affairs, at afinch@artsusa.org or **Narric Rome**, director of federal affairs, at nrome@artsusa.org.

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ABOUT AMERICANS FOR THE ARTS

Americans for the Arts is the nation's leading nonprofit organization for advancing the arts in America. With 45 years of service, it is dedicated to representing and serving local communities and creating opportunities for every American to participate in and appreciate all forms of the arts. With offices in Washington, DC, and New York City, and more than 5,000 organizational and individual members across the country, Americans for the Arts is focused on three primary goals: 1) to foster an environment in which the arts can thrive and contribute to the creation of more livable communities; 2) to generate more public- and private-sector resources for the arts and arts education; and 3) to build individual appreciation of the value of the arts.

In 2004, Americans for the Arts launched **Americans for the Arts Action Fund**, a 501(c)(4) nonprofit organization, to serve as its political advocacy arm and a national voice for the arts. With more than 15,000 citizen members and 54,000 online activists, the Arts Action Fund is significantly expanding arts advocacy outreach in America to help make certain that arts-friendly public policies are adopted at the federal, state, and local levels.

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